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ABSTRACT

Specific access and retention studies and programs focused on minority students at the undergraduate level are reviewed, along with recent research on general retention efforts. General retention strategies concern: pre-enrollment, admissions, financial aid, orientation, academic programs, faculty-student interaction, counseling and advising, career development, campus activities, and housing. Characteristics of students that are related to college student attrition are also identified, including low-level parental education, being from a small town, poor high school record, and poor study habits. College characteristics that are linked to student attrition include: being public or two-year, located in the West or Southwest, and lack of student/college fit. The diversity of access and retention strategies for minorities are also arrayed in matrix form and keyed to a list of references. The strategies are categorized as educational, financial, or personal and are specified for the following educational levels: high school, prefreshman, freshman, sophomore/transfer, and senior/graduate. A multifaceted and campuswide approach to minority student access and retention is recommended. (SW)

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Research and Development Update

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This issue of *Research and Development Update* is devoted to a topic of increasing interest, "How Can My College Recruit and Retain More Minority Students?" Pamela Christoffel describes the current situation, discusses general and specific strategies, and arrays the strategies in matrix form keyed to a list of references. We hope that you find the report informative and a resource of models appropriate to your institution's needs.

Research and Development Update, an occasional publication devoted to topics of current educational concern, provides researchers an opportunity to place data and their interpretation before an interested and concerned audience. Therefore, points of view or opinions expressed do not necessarily represent official College Board policy.

Robert G. Cameron, Executive Director
Research and Development

MINORITY STUDENT ACCESS AND RETENTION: A REVIEW

PAMELA CHRISTOFFEL

Background

Higher education enrollments fell sharply in 1984 to 11.6 million students, the lowest since 1979. These latest available figures were not expected to improve in 1985 or 1986. Worse, minority student enrollments are dropping more than white enrollments, with the sole exception of Asian-Americans. Preliminary figures from the Center for Education Statistics (Arbeiter 1986) are shown in Table 1.

Declining enrollments are a new phenomenon for whites but not for blacks. Total black enrollments declined since 1980, while all other minority groups experienced slight increases in number but decreases in proportion (ACE 1985). Nearly 40,000 fewer blacks were enrolled in 1984 than in 1976, a period of modest enrollment growth for white students. Black males were especially under-represented in 1984. While white females made up 52.3 percent of total white enrollments, black females were 59.4 percent of total black enrollment.

Table 1. Decline in Minority Enrollment

Racial/Ethnic Group	*Percentage of Enrollment Change, 1982 to 1984*
American Indian/Alaska Native	−12.2%
Asian/Pacific Island American	(+2.8)
Black, Non-Hispanic	−9.8
Hispanic	−6.5
White	−5.8

Source: Arbeiter 1986.

This review focuses on minority student access and retention at the undergraduate level, but it is important to note that only a part of the problem occurs at this level. Astin (1984) describes the educational pipeline and identifies five major "leakage points" where disproportionate numbers of minorities drop out. First, and perhaps the foremost "leak," is the substantial numbers of blacks, Hispanics, and American Indians who never complete high school. This article, however, is concerned with those who drop out of the education system at the next two points: college entry and baccalaureate attainment. The last two transition points identified by Astin—graduate school entry and advanced degree attainment—are mentioned only briefly here.

Addressing the issue of undergraduate minority student access and retention, it is not yet known whether the crux of the problem is that fewer minorities enter higher education as freshmen or that more withdraw after college entrance. Both factors account for a portion of the enrollment loss. We know that first-time minority enrollments are now declining. We also know that minority students have in the past been less likely to complete the baccalaureate than whites (Astin 1984). Partly this is because nearly half (48 percent) of all minority students in higher education are enrolled in two-year colleges, where, regardless of race or ethnicity, students are "substantially less likely than are four-year-college entrants to complete four undergraduate years" (Astin 1984). Minorities are especially under-represented among college graduates in the fields of natural science, engineering, and social science.

So, fewer are enrolling and too few graduate. After two decades of effort, where is the promise of equal educational opportunity? What more can be done to improve minority student postsecondary entrance and completion?

Access and Retention Efforts—Paths Well Defined

Much has been written about college access and retention in

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general. So many articles and studies have been published, in fact, that Noel et al. (1985) find it useful to classify them in stages over a decade and a half of effort. First, researchers developed models of dropouts, describing personal, environmental and social forces. Next, researchers documented successful retention programs, often individual efforts at single institutions. More recently, some have written about campus-wide efforts to improve students' chances of successful completion. Finally, research is just beginning on a key retention-program variable—staffing (Noel 1985, p. 16).

Much less has been written on the more specific problem of minority student access and retention. In part, this may be because some researchers found that "minority dropout rates are similar to white rates after controlling for socioeconomic factors" (ACE 1985, p. 12). But, of course, in reality many minority students are not similar to whites in socioeconomic factors and come to higher education with one or another—or even many—of the problems that seem to predict potential dropouts: low family income, first generation in college, poor academic preparation, etc.

Another reason for researchers' having placed less emphasis on the race/ethnicity factor may be that they (with several exceptions) have only recently studied other variables affecting minority student retention. These include noncognitive background characteristics, campus discrimination or racism problems, and differing effects of some of the standard variables by race and sex. (See Tracey and Sedlacek 1985, Nettles et al. 1986, Morris 1979, Fleming 1984, and Wright 1984.)

Even though the research literature on the specific problems of minority student access and retention is not as plentiful, there still is sufficient and building evidence to use in designing and improving good programs and campus-wide practices. The following sections include: first, the more recent research on general student retention; second, the specific studies and programs focused on minority students; and third, a matrix that organizes the many programs and interventions in a practical way. A multifaceted and campus-wide approach to minority student access and retention is the most likely way to help minority students succeed in college.

General Retention Efforts

Doctors faced with a new disease first study the disease itself, then seek to develop a cure—the antidotes and the prevention techniques. Similarly, education researchers first began in the 1960s and 1970s to study student "attrition"—why certain students dropped out of colleges while others did not, and why some never entered at all (Astin 1975, Cope and Hannah 1975, and Pantages and Creedon 1978). Much attrition research considered one or another of a multitude of student characteristics: demographic, academic, motivational, and personal factors (Ramist 1981). Some also considered the varying effects of general college environmental factors. Ramist summarizes 50 years of attrition research in Table 2.

Table 2. Factors Related to College Student Attrition

Student Characteristics	*Institutional Characteristics*
Low-level parental education	Two-year
Married female	Public
Hometown out of state, but not contiguous	Located in the West or Southwest
Small hometown	Nonselective academic level
Poor high school record	Lack of student/college fit, in terms of hometown size, college size, religion, race, parental education, and selectivity
Low SAT scores	
High school program other than college preparatory	Low-ability student at a nonselective college
Less than average years of study in English, mathematics, etc.	
Poor college grades	
Certain fields of college study	
Poor study habits	
Low degree-level goals	
Lack of parental financial aid	
Full-time employment	
Financial aid packages	

Adapted from Ramist 1981, pp. 25-27.

More recent research also supports the view that "Dropping out of college is a complex decision that is nearly always the result of a combination of factors" (Noel et al. 1985, p. 10). Several new aspects are better understood now, as well, leading Noel et al. to define the "major themes" of attrition as being "academic boredom and uncertainty of what to study, transition/adjustment problems, limited and/or unrealistic expectation of college, academic underpreparedness, college–student incompatibility, and course and instructional irrelevancy" (Noel et al. 1985). A recent College Board study of students at selected urban institutions found a significant "stop-out" rate among these students. Principal factors affecting retention are students' perceptions of the relevance of their courses to their career goals and the quality of instruction (Davila 1985).

With an overload of studies focused on the influence of one or several student or institutional characteristics, other researchers have sought to develop models to collect and explain the multiplicity of factors affecting student dropout (Tinto 1975, Bean 1980, 1985, Bean and Metzner 1985, Pascarella 1982, and Terenzini et al. 1985). (See also Catalano 1985 and Lewis et al. 1983.)

Although attrition research still continues unabated, the next stage of investigation moved on to the testing and development of solutions—institutional responses and programs that seemed to work. Again the literature teems with "answers," too many of which are fragmented, single-solution, single-college studies lacking both evaluation results and analysis of replicability elsewhere. One college improved its freshman orientation program, another developed better links with high schools, and still another expanded its remedial academic programs. Fortunately or unfortunately, colleges and universities are each very different. The retention strategy that worked so well at University Y sometimes failed at College X because of many factors—

differing students, administrators, faculty, etc. In fact, as reasons for dropout vary from campus to campus, the first "new" strategy called for was, of course, *more* research — better institutional studies of student dropout (see Pascarella 1982, for example).

Ramist (1981) and others have summarized the other retention strategies into the categories of pre-enrollment programs, admissions efforts, financial aid, orientation, academic programs, faculty–student interaction, counseling and advising, career development, campus activities, and housing strategies. Each category includes tens if not hundreds of individual programs and initiatives, all designed to make students more successful. It is beyond this article's scope to include them all, so Table 3 simply gives a sample listing of some of the more important retention efforts in each category (the categories, it should be noted, are not mutually exclusive.)

The very breadth and range of these strategies throughout all phases of campus operation prompted researchers to call for campus-wide commitment to student retention. Spurred by the specter of empty seats and declining tuition revenues, some colleges have made a substantial effort to help their students and improve themselves. According to Beal and Noel (1980), the highest positive factors influencing retention are the caring attitude of staff and faculty, high teaching quality, adequate financial aid, student involvement in campus life, and high quality advising. The best and most successful retention programs, say Noel et al. (1985), are in "institutions that understand the needs of their students who are coming in and then set in place programs, services, people, and attitudes designed to increase the competency base, knowledge and skills of those students" (p. 24).

The primary difficulties faced by colleges and universities implementing retention efforts can be reduced to three major factors—lack of institutional commitment, poor organization of programs, and lack of documentation and evaluation (Beal and Pascarella 1982). Too often "colleges are bent on reinventing the wheel" (p. 80). Too many colleges start retention programs from scratch, without surveying the literature, attempting anything innovative, or seeking to cooperate with other institutions where collaboration could be successful.

Noel et al. document case studies and successful practices at institutions with broad, comprehensive programs and note that they have a catalog of such programs forthcoming (p. 405). Colleges and universities planning to improve their general retention efforts in the future should have plenty of material to draw on.

Minority Access and Retention

Efforts to improve access and retention of minority students in higher education are also underway, although not as many as the more general programs. Certainly most general retention programs benefit minority students to the extent that they participate. The question is, do minority students face special barriers or problems that need to be specifically addressed in these retention efforts?

Table 3. Sample General Retention Strategies

1. Pre-enrollment
New high school connections
Better information to high school students
Early testing and counseling

2. Admissions
Improve institutional self-assessment
More informative admissions materials
Develop student data base to flow throughout school

3. Financial aid
Improve need assessment
Expand part-time employment
More aid to more students
Aid office improvement

4. Orientation
Summer programs
Fall days
Academic classes
Parents programs

5. Academic programs
Target feeder high schools (and community colleges) with academic support
Improve remedial programs
Curriculum reform to increase relevance

6. Faculty–student interaction
Improve faculty participation in pre-enrollment, orientation, admissions, etc.
More formal and informal faculty–student contact
More faculty feedback to students on academic progress

7. Counseling and advising
Establish centers with strong institutional support
Improve outreach to students
Improve staffing: numbers, incentives, and training

8. Career development
Pre-enrollment workshops
Faculty–student programs with outside professionals
Improve career advisory materials in libraries and counseling centers

9. Campus activities
Encourage diversity and student involvement

10. Housing
Improve on-campus housing experiences for students

The answer appears to be yes. On the premise that minority students should be able to enter and complete college degree programs in similar proportions to white students, colleges and universities can do a great deal more to ensure access and retention.

Barriers for minority students that can lead to attrition are in many ways similar to those listed earlier for all—low levels of parental education, poor high school preparation, lack of adequate advising in high school about academic and career choices, poor study habits, low degree-level goals, lack of parental financial aid, and student full-time employment. However, for too many minority students these barriers are intensified in two ways. First, many tend to come to postsecondary education with not just one but several of these "handicaps," any one of which alone would be more than enough to lower a student's chances of being successful in college. Second, at too many institutions minorities face additional problems that can make them less successful. These include racial isolation or discrimination, a lack of student peers, language barriers, too few minority faculty or staff to serve as role models, and a lack of understanding among staff of these special problems (which differ by minority subgroup and sex). (See Nettles et al. 1986 and Edmunds 1984.)

The research literature documents the extent and effect

of the special problems facing minority students (Astin 1984, Durán 1983, Fleming 1984, Fox 1985, Morris 1979, and Nettles et al. 1986). "A crisis in social adjustment awaits black students who enter white colleges," maintains Fleming, for example. "White colleges and universities have only recently been faced with the presence of significant numbers of minority students. The conflict, brought to a head by the institutional lack of experience and by mutual misunderstanding, is just beginning to yield strategies for more effective communication" (Fleming 1984, p. 156). Tracey and Sedlacek (1985) suggest that noncognitive dimensions are more important than traditional academic measures to academic success of minority students, variables including positive self-concept, realistic self-appraisal, understanding and ability to deal with racism, preference for long-term goals, availability of a strong support person, successful leadership experience, and demonstrated community service. Research by Nettles et al. underscores these findings.

Institutions are now beginning to develop and carry out proactive access and retention strategies designed to address the multiple "handicaps" minority students bring to college plus the additional institution-based problems many face once they enroll. Programs with the best chances of success appear to be those at institutions that recognize that they must improve themselves as an integral part of improving minority student retention. Colleges and universities that have changed themselves have made their students more successful. The strategies described below focus not just on students but also on schools. Overall, the institution with a good retention record has defined its own mission and goals clearly, set objectives to serve minority students with complete endorsement from primary officials of the school, and received strong support and commitment from faculty and staff. (See Anderson 1978 and Association of American Colleges 1985, for example.)

Specific access and retention strategies described below are organized for convenience by student level and are outlined in a matrix (Table 4) found in the last section of this article.

High school. Colleges and universities should begin their minority student access and retention efforts in a fundamental way. Each institution should first review its own educational goals and mission. Once the college has a clear idea of itself and its commitment to minority students, then it can begin its initial student outreach efforts, providing factual and informative materials to high school students and their counselors. As Anderson (1978) put it, "Retention begins with an ethically conducted recruitment program based upon documented characteristics of persisters." Anderson goes on: "Recruiters have a moral obligation to tell students as candidly as possible the likelihood of their being admitted, obtaining financial aid, finding housing, and being victimized by discrimination. Recruiters also have an obligation to describe what students can expect from the program and what they will experience in classes" (p. 38).

Colleges and universities committed to increased minority enrollments can initiate a variety of programs together with feeder high schools—and also with local community colleges. These include sponsorship of Talent Search–type programs to identify potential college entrants and provide them with relevant information. With printed materials and direct meetings with high school students, colleges can help close the gap between minority students' expectations of what college will be and what it really is, leading to more realistic views of college outcomes (Moore and Carpenter 1985).

Colleges can assist high school guidance counselors (through materials, workshops, etc.) to encourage minority students to enroll in college preparatory programs and to take more mathematics, science, language, and social studies courses (Austin 1984). Institutions have also expanded their efforts to provide early financial aid information to high school students and counselors. Some colleges have even formed consortia with high schools having large low-income and minority enrollments, assigning peer counselors from the college recruitment program to the high school counselors (Anderson 1978). The exchange of information among professionals, aimed at increasing minority student college enrollments, can be promoted through conferences and seminars.

Prefreshman. Early identification of admitted students who might have difficulty is crucial, but the key must be identification, not "stigmatization." Early intervention can help minority students in many ways but must avoid labeling them negatively (Anderson 1978). Wright (1984) maintains that meeting minority students' needs early is more a matter of "understanding and sensitivity to the historical and societal context within which these students attend college than a matter of special orientation programs and activities" (p. 53). Wright goes on to call for culturally appropriate ways to meet the students' needs.

Early orientation programs can help during the summer prior to fall enrollment (or earlier) to, first, address the most immediate student concerns. Minority students often come to college with no experience and confused expectations. They may be the first in their family to attend, few of their friends are going to college, and they may have never been on a campus before. Their immediate concerns include finances, the matriculation process, and campus logistics (see Edmunds 1984). Financial aid counseling is done at this time.

Next, the early orientation activities should include diagnostic testing of student skills and preparation, including use of the noncognitive variable testing deemed predictive by Tracey and Sedlacek (1985). Part of this early orientation process, whenever it takes place, should also be extensive career counseling, linking plans, goals, possible courses, and alternative career and job opportunities. Some minorities come to college with limited career goals, uncertainty about courses and majors, and poor decision-making skills. Some schools use computer-based systems (SIGI, DISCOVER, etc.) to assist students with career planning. Some

offer career-decision courses as a part of their pre-enrollment activities, and others use workshops and seminars, bringing in minority role models from the world of work to discuss career planning realities. (See Obleton 1984, for example.)

Following these career-planning activities, academic advising should begin, starting with preliminary meetings with faculty advisors. Institutions that use faculty at this early stage establish important initial links between students and faculty that appear to improve retention. Wright argues that "it is particularly critical that entering minorities know minority faculty personally; they serve as role models from which students may acquire culturally specific knowledge,... and they may later become advisors or mentors." (Wright 1984, p. 62). Minority students with the necessary preparatory courses may also need special encouragement to select certain majors, such as natural sciences. (See Thomas 1985.)

Finally, many institutions begin basic skills, academic enrichment, and remedial courses during the prefreshman summer, based on testing results, career planning, and academic advising activities. Some run Upward Bound–type programs, while others offer courses in studying skills as well as in academic areas. All seek to remedy academic skill deficiencies and help prepare these students for a more successful freshman year.

Overall, it is important for colleges and universities to recognize that their entering minority students are not culturally homogeneous and that, without significant minority peer group support, they may feel alienated and lose self-confidence. These students need to learn advocacy skills, be able to find a cultural niche, and establish a sense of community.

The successful schools have initiated staff and faculty training programs to help reduce racial bias on campus, which can exist in subtle ways. They have also developed a financial aid packaging policy that fits their institutions and recognizes individual student needs. Thus when minority students enroll as freshmen in the fall, both they and the institution have improved, ready to begin a more successful college experience.

Freshman. Attrition studies show that a large percentage of students who drop out do so in the freshman year, particularly in the early weeks. Therefore, successful retention programs "front-load" their efforts during this crucial time period. The previous section described a variety of strategies begun even before students arrive for their first freshman courses. Many of these activities continue as the students begin the freshman year: orientation activities, career planning programs, intensive academic advising and remedial academic courses. (See Muskat 1979, Glennen and Baxley 1985, and Grites 1982.) Unfortunately, many students needing such assistance are unable to participate in prefreshman programs and thus must begin these activities as they begin their courses. The college may carry out a Special Services or Equal Opportunity Program or centralize its services aimed at retention in some other way.

In addition, the more successful institutions have sought to hire and promote more minority faculty. As Harvey (1986) put it, "Only two words can be used to characterize the presence of blacks on the faculties of predominately white colleges and universities: small and nonexistent." The same could be said about the number of faculty from other minority groups. (See American Council on Education 1985 for detailed tables and also El-Khawas 1986.) Successful schools have also developed a general reward system for faculty for good teaching and for staff for good service, and made serious efforts to review the curriculum for relevance to desired academic outcomes. Students are provided with regular feedback as to their academic progress, particularly in the early stages of their freshman year (Hodgkinson 1985, Sedlacek 1983). Older students tutor and counsel younger students (particularly important for minorities), serving themselves as role models and demonstrating that it is possible to be successful on campus. The financial aid office assumes a broad retention role, providing money-management courses and other needed support programs, offering expanded job placement services and work-study opportunities, and assisting those with continuing financial difficulties (Martin 1985). Residence halls are operated in a manner sensitive to minority student needs and concerns. Campus-wide student activities are designed to promote student participation. Minority students are particularly encouraged to become involved. (See Upcraft 1985 and Mallinckrodt and Sedlacek 1985.)

Students at the more successful institutions participate through evaluations of faculty and staff. Minority students in particular are used as "resources in providing leadership and initiatives" and are given "a responsible role in decisions concerning the operation and management of minority services" (Astin 1984, p. 123). The institution as a whole evaluates its various retention strategies, providing hard data about what works on campus and what doesn't.

Sophomore/transfer. The various retention activities such as academic advising, tutoring and counseling, etc., continue into the sophomore year, of course, and on throughout the students' progress toward their degrees. But a different retention issue must be raised here—retention of minority students in community colleges and their subsequent transfer to a four-year institution. It has already been noted that nearly half of all the minority students enrolled in higher education are in community colleges. These two-year institutions offer low tuition costs, convenience to home and family, no residence expenses, and generally open admission—advantages to minority students as well as to others. Unfortunately, too few go on to senior institutions to earn the four-year degree. This is a critical problem for community colleges. (See Savage 1984 for a description of the situation in California.)

The Ford Foundation has been especially concerned about this problem and recently awarded a series of grants to community colleges seeking to improve their transfer func-

tion. The Commission on the Higher Education of Minorities also recognized the problem. It called on community colleges to establish, as one option, a "transfer college within a college," bringing together all students planning to seek the baccalaureate and providing them with intensive educational and extracurricular activities (Astin 1984). The Commission also urged community colleges to work more closely with senior institutions to improve articulation and urged senior institutions to improve their transfer policy and provide financial aid to transfer students.

Community colleges, argues Eaton (1985), now use the transfer and degree functions to an "extremely limited extent," as they can be successful as institutions and have successful students without the programs. Still, as the Ford Foundation recognizes, more minority students must be able to complete a community college degree program and transfer if educational equity is to be achieved. Senior institutions are also challenged to expand and extend their retention progams to their community college transfer students. These programs, focused heavily on prefreshmen and freshmen, cannot neglect these junior transfers, many of whom arrive at the new institution experiencing the same problems as entering freshmen.

Senior/graduate. Problems related to access and retention of minority students in graduate and professional education programs are surprisingly similar to those faced by entering freshmen and are addressed only briefly here. Minority enrollments in graduate education are also declining. To reverse the trend, researchers have called on institutions to adopt many of the same retention strategies used for undergraduates—special testing, sensitive admissions policies with active outreach to institutions "with a high success rate in producing minority bachelor's degree recipients," and adequate financial aid (Pruitt and Isaac 1985). Graduate institutions are also urged to expand minority student assistantships, to increase the numbers of their minority faculty, and to provide a general environment for their minority students that does not alienate or isolate them (Astin 1984).

Matrix

One method to organize and display the diversity of access and retention strategies for minorities is to array them in matrix form. The matrix shown in Table 4 presents the strategies in three groups—educational, financial, and personal—across the educational levels. The strategies are drawn largely from the research literature (numbers following each strategy refer interested readers to the resources list at the end of the article). Not all have been rigorously evaluated. Many have been tried only at individual schools, and few institutions are implementing all of them at once. They are presented here to stimulate institutional planning aimed at broadening their minority access and retention efforts.

Final Thoughts

What can be said in summary about this vast quantity of retention material? Clearly there is no dearth of research—past, current, and forthcoming—to describe the barriers and the attempted solutions to the problem of how to help minorities become successful college students. There are few new strategies. Most ideas, activities, and programs have been tried somewhere at least once and probably have been the subject of a journal article. What does seem apparent is that successful programs occur at institutions that make a campus-wide commitment to improve themselves as they improve their students. Such colleges utilize a large number of strategies in their efforts across a continuum of programs serving high school students to graduate students.

Yet the declining enrollment numbers of minority students are real cause for concern. If American education knows well *how* to improve access and retention, why isn't it being done? It is easy to say it is the fault of the high schools—they aren't graduating enough minority students. It is tempting to say it is also the fault of federal student aid policies—financial aid program budget cuts have hurt, and shifting emphasis to loans seems to have had a negative impact on minority enrollments. It is easy to accuse community colleges—too often they are a dead end for minority students who never transfer or earn a four-year degree.

But the truth of the matter is that while all the above problems are real, too many colleges and universities themselves have refused so far to make the kind of institutional commitment necessary to ameliorate the problem. It is not simply a matter of finding the financial resources. It is more an issue of institutional reform—a willingness to provide the student services in tune with student needs, hire the faculty and staff, reform the teaching and the curriculum, and develop an institutional environment in which all students regardless of background can flourish. Until more institutions are willing to make that kind of broad effort, minority enrollments are unlikely to increase significantly.

Resources

1. Adolphus, Stephen H., ed. *Equality Postponed: Continuing Barriers to Higher Education in the 1980s.* New York: College Entrance Examination Board, 1984.

2. American Council on Education, "Minorities in Higher Education, Fourth Annual Status Report, 1985," Washington, D.C.: 1985.

3. Anderson, Edward, "A Retention Design Applied to an Equal Opportunity Program," in Noel, Lee, ed., *Reducing the Dropout Rate.* San Francisco: Jossey Bass, 1978.

4. _____, "Forces Influencing Student Persistence and Achievement," in Noel, Lee et al., *Increasing Student Retention.* San Francisco: Jossey Bass, 1985.

Table 4. Strategies to Improve Minority Student Access and Retention

	Intervention Levels				
Strategies	*High School*	*Prefreshman*	*Freshman*	*Sophomore / Transfer*	*Senior / Graduate*
Educational	Colleges review own goals and mission, then improve outreach methods (3, 7) Ethically conducted recruitment (3) College-sponsored Talent Search–type programs (29) Programs to tell minority h.s. students about college experience and outcomes (3,7, 33, 53) Colleges help h.s. counselors advise minorities (3,7) Colleges develop programs to enroll minority h.s. students in college prep. courses (43)	Early orientation efforts (3, 33, 67, 72) Diagnostic testing of student skills and preparation (53) Minority student needs assessment (25, 68, 69) Use of noncognitive variable testing (22, 39, 68, 69) Career and future personal planning programs (3, 65) Introduction to faculty advising (3) Summer academic enrichment programs for underprepared, such as Upward Bound programs (33) Faculty and staff sensitivity training (6, 7, 25)	Expanded and improved orientaton (3, 67, 72) Career counseling programs, tied to academic advising (48, 55, 63, 65) Intensive, intrusive academic advising, with faculty advisors (7, 31, 34, 48, 62) Improved basic skills and academic remediation courses (7, 53, 72) Special Services or EOP program improvements, including peer tutoring (3) Institution increases numbers of minority faculty and staff (7, 36) Institutional and student evaluation of retention efforts (3, 7, 12)	Improved minority articulation in 2-year colleges (7) Improved transfer programs at 4-year colleges, with counseling, advising, career planning (7, 33)	Improved minority student recruitment (7, 58) Orientation and counseling programs for minorities (58) Improved academic advising (58)
Financial	Expanded programs to inform h.s. students about college costs and aid availability (50)	Develop institutional financial aid packaging policy (44)	Offer effective money management program for students (44) Improved job placement service (44)	Senior institution reserves financial aid for 2-year college transfers (7)	Increased financial aid for minority graduate students (7) Increased use of assistantships for minority graduates (7, 58)
Personal		Improved counseling focused on minority concerns (72)	Better minority participation in student activities (7, 25, 68, 72) Peer group counseling (6, 14)	Older minority students serve as peer counselors (72)	

5. Arbeiter, Solomon, College Board Interoffice Memorandum, dated March 5, 1986.

6. Association of American Colleges. *Helping Minority Students Succeed.* Washington, D.C.: 1985.

7. Astin, Alexander, "Minorities in Higher Education," in Adolphus, Stephen H., ed., *Equality Postponed: Continuing Barriers to Higher Education in the 1980s.* New York: College Entrance Examination Board, 1984.

8. _____. *Preventing Students from Dropping Out.* San Francisco: Jossey Bass, 1975.

9. _____, et al. *The American Freshman: National Norms for Fall 1985.* Los Angeles: University of California, Higher Education Research Institute, 1985.

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